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## Editorial

### PROPHET OR PROFIT?

When a professor of economics in a great university, which itself has always stood for liberal culture and fair treatment of all branches of learning, makes a superficial and unfair attack upon the classics, whose worth the professor's own university has always recognized and brilliantly illustrated, the organ of the classical interests of a large section of this country cannot maintain a seemingly acquiescent silence. It is not as if abundant answer to criticism of this sort had not already been made in our pages from time to time, and especially by such overwhelming evidence as Miss Sabin has advanced in the past two years. The professor's published paper shows no trace of his having read this evidence. The essence of his unfairness lies in the fact that he does not know or attempt to answer the arguments of those who are authorized to make them, but rather sets up his own men of straw and valiantly proceeds to knock them down again. And it is unfortunate that the present writing is so little likely to reach either him or those who think with him. And yet we feel that it is worth while for those at least who are interested as students or teachers or in any other respect as friends of the classics, and who will read these lines, to have an adequate answer to the unfair and reckless attacks of those who, blinded by immediate material *profits*, would either stone or hold the garments of those who stone the prophets. We accordingly welcome the article by Professor Trever appearing elsewhere in this number of the *Journal* entitled "The Other Side," written in answer to an article in the November *Forum*, "Wastes

and Abuses of Our Educational System.” We are glad also to be able to present at this time and as particularly pertinent to this discussion a paper by Professor Fairclough on “The Practical Value of High-School Latin.” It is from men like these that people who really care to know may learn what is the practical value of linguistic studies. If it is urged that they, being professors of Latin and Greek, are as likely to be biased in favor of the classics as our professor of economics is biased against them, the obvious answer is: In searching for the absolute truth as to the matter in question, which evidence is more likely to be of value, that of one who has a full knowledge of the content and current method of classical study in this country, even if he has in addition a friendly interest in it, or of one who evidently knows little either of the content or current method of classical study, and quite as evidently has no friendly interest in either?